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functioned through their use. That is, a word was presented to a child only when it was necessary to him for his expression.

As a material or object was used, and the child discovered what it was, its name was written upon the blackboard, that, at the time of greatest interest he might associate the written form with the thing it symbolized. This method of word-learning means economy of effort, and diminishes the necessity for drill. The words gained in this way, and words constantly used which had no intrinsic meaning, such as conjunctions, prepositions, etc., were placed by the children in dictionaries which they made, so that they might find and spell the words correctly when they needed to use them independently. The words thus functioned and placed in dictionaries during the first year would probably average for normal children about three hundred, and they do not differ to any great extent from the words in the ordinary First Reader.

Through this training, the children in the Third and Fourth grades are able to use small pronouncing dictionaries.

III. Writing: There has been no writing without a distinct purpose, and but little drill. The children have constantly written records, recipes, plans of work, letters, and stories. As many children in the primary grades had already acquired bad habits in the cramping of the hand, and in position of body, they have done much writing upon the blackboard and upon

large paper fastened to the tops of desks, which they are able to raise to any angle desired. The demand has been to make the writing as free, rapid, and legible as possible.

IV. Spelling: The effort has been to establish *habits* of correct spelling—every dictionary lesson and every written lesson has been also a spelling lesson. Oral spelling has been used only when some special occasion demanded it.

V. Language: Every good lesson in any subject has been also a lesson in language. The motive has been to have the children form habits of clear and correct expression of thought. The standard placed before the child has been that of making himself understood in the best and most economical way. Beauty in expression and individuality in style have been encouraged in every way possible, and the ideal has been held of accepting only the best expression of which the pupil is capable.

Rule for Teachers (Colonel F. W. Parker): "Whenever a rule of syntax, a grammatical term, definition, inflexion, conjugation, or punctuation mark can be of immediate assistance to a pupil, it should be given, explained, and used until its use becomes automatic."

Suggestion (Colonel F. W. Parker): "Habitual mistakes of children which have been acquired through imitation can be corrected only by the continual use of the correct form."

Notes on a Trip to Highwood

Harriet T. B. Atwood

Bertha Payne

Alice G. Kirk

The whole school recently took a trip to Highwood. Before going, the First and Second grades talked over the things they might see on the journey. They made little

books, heading each page with the printed names of things they were apt to find there.

As some of the Second Grade could not go, members of the class talked over what

might be done to give to these children a good picture of Highwood. A building-up in miniature of this region was decided upon. Two children were chosen to draw a background on large sheets of gray paper with colored crayons. In the foreground, on a sand table, the children are using all the material brought back with them, such as stones, soil, plants, etc., to help build up the best possible representation of the region visited. The books in which their notes were recorded, together with the above work, developed the following descriptions, which were written at home. They have had no correction except the misspelled words which are italicized.

The study of birds has been continued in Lincoln Park and the Academy of Science, where we have recognized the same birds seen at Highwood. In the park we have imitated the bird notes, and the children have suggested words which they imagined the birds had in their songs. This roughly represents the notes as the children heard them. Their imitation is much more accurate than any that can be given on the staff.

Bird Notes

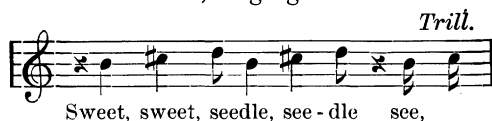
The crow sat upon a tree near us, saying:



We heard the blue-jay at Highwood. He seemed to say:



The yellow-breasted warbler flew from branch to branch, singing:



We heard the wood-thrush in Lincoln Park calling:



Papers Written by the Children

I.

DOW HARVEY

(Seven years old—First year in school)

We took the train to Highwood.
Then we went to the ravine.
It has tall hills on each side.
There is clay and leaves in the ravine.
It is in the woods.
There are flowers on each side.
We followed the ravine to the lake.
We jumped across the stream and over logs and branches.

After we got in sight of the lake we saw tall clay cliffs with the ravine running between them and a nice sand beach.

The cliffs are tall, high, clay things, and they are cracked all over.

There is a place where the clay comes over the sand.

When we wanted to get upon the top of the cliff we had to climb through a gully to get to the top.

We tried to throw stones down without having them touch either side.

II.

MARGARITA BINDER

(Eight years old—Second year in school)

First we took the train at the Northwestern depot.

We hardly rode a little way when we saw some flowers, but we could not stop to pick them because we were in a great hurry.

We passed some trees, but we could not see what kind they were, as the train was going so fast.

We passed lots of other things.

Pretty soon we came to Highwood, and there we left the train.

Then we walked a little way, when we saw some violets and other flowers, but Mrs. Atwood told us not to pick them, as they would wilt before we got home.

Then we came into the woods, where we saw some lovely flowers, and afterward we walked to the ravine.

We found dried leaves and clay there.

There was a hill on either side. Then we sat under a tree and ate our lunch. In the ravine and on the hill were fine trees and lovely blooming bushes, and Mrs. Atwood told us to find the mouth of the ravine.

We went over hills and fallen-down trees until we got to the mouth of the ravine, where it was sandy, and we found it turned into a lake. Here we drew some pictures with colored chalk.

III.

GLADYS GANSBERGER

(Second year in school)

We picked up some buttercups when we went to Highwood.

We went up a hill and then we came down and we saw a ravine right down *below* us.

And there was some grass there and Miss Hollister sat down on the grass. We *laid* down our lunch-boxes and then we went up another hill.

After a little we ate our lunches and Margarita and I were above the hill and the sunflowers *were* right in back of us.

There was a bush right in front of us and it had yellow blossoms on and we saw

some violets all in a pack and the ravine was very muddy.

We enjoyed the trip.

I thought that the violets and white trilliums were the prettiest flowers I saw at Highwood.

I saw sunflowers, too.

IV.

MAY PEABODY

(Ten years old—First year in school)

Fourteenth of May we took the train to Highwood.

At Highwood we walked along a road until we came to a big bridge and then we went down a little path and there was a stream.

On each side was clay and flowers. Big slopes rose up on each side of the stream. On the slopes were beautiful flowers.

Trees bent so far over that they looked like they were going to break right in two.

Margaret and I walked up the slopes and there we found a big patch of violets; they were so beautiful.

Miss Hollister, Mrs. Atwood and some of the Second Grade and some of the First Grade stopped below. Margaret, May Hune, and I went up the slope and there we ate our luncheon at the foot of a big oak tree.

In front of the oak there was a big cluster of bushes. We all ran into them and they were just full of wake-robins. We gathered a *handful* of them and then we went down to Mrs. Atwood and showed her the wake-robins and then all our flowers we put in our lunch-boxes.

All the pretty spring flowers were in blossom.

They were so beautiful.